



Test Coordinator's Manual

Schedule of Important Dates for the Spring 2006 Testing Program

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The Spring 2006 Missouri Assessment Program (MAP) includes the following two required and two voluntary content areas:

Required

Communication Arts for Grades 3–8, and 11

Mathematics for Grades 3–8, and 10

Voluntary

Science for Grades 3, 7, and 10

Social Studies for Grades 4, 8, and 11

March 6–March 13, 2006 Test Materials Arrive in Districts

Testing Windows

March 27–April 14, 2006Administer Early-Return Assessments

March 27–April 28, 2006Administer Regular-Return Assessments

Return of Materials

AS SOON AS TESTING IS COMPLETED, but no later than

April 21, 2006Contact CTB/McGraw-Hill for Pickup of
Early-Return Testing Materials*

May 1, 2006Contact CTB/McGraw-Hill for Pickup of
Regular-Return Testing Materials

Test Results

August–September 2006Reports Shipped to Districts

* Schools participating in Early-Return Testing will be notified by the Missouri Department of Elementary and Secondary Education.



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Partners in the Missouri Assessment Program

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A Message from Your CTB/McGraw-Hill Scoring Process Team

Because we know your time is valuable and we appreciate having you as a customer, we at CTB/McGraw-Hill are working to make the scoring process as fast and efficient as possible.

As part of our effort, we have designed this manual to help you organize and assemble the MAP testing materials that will be sent to us for scoring. We have described the steps that you should follow in the checking and assembly process and the information that should be included to ensure that your testing program is successful for students, teachers, parents, and schools.

If you feel this manual is not clear, or if there is additional information you need, please call us and we will help in any way we can.



*1-800-544-9868, option "1"
7:30 A.M. to 6:30 P.M. Central Time*

Introduction

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We appreciate your assistance in the administration of the Spring 2006 Missouri Assessment Program (MAP). Four content areas will be tested in specific grades:

- Communication Arts in Grades 3–8, and 11
- Mathematics in Grades 3–8, and 10
- Science in Grades 3, 7, and 10
- Social Studies in Grades 4, 8, and 11

The Communication Arts and Mathematics assessments are required this spring for all school districts. The Science and Social Studies assessments are voluntary this spring for all school districts. Districts are required to submit a test book for every student eligible to participate in the Science and/or Social Studies assessments. Reports will be produced for all four content areas.

The *Examiner's Manuals* and large white envelopes will be included with the test books in a separate shipment. Please refer to the *Examiner's Manual* for information on administration procedures and completion of special codes.

The purpose of this *Test Coordinator's Manual* is to provide instructions to District and School Test Coordinators for securing and distributing testing materials and returning them to CTB/McGraw-Hill for scoring. If your district does not have Test Coordinators at the school level, the District Test Coordinator should assume both roles. **It is important to read these directions carefully before distributing any materials.**

The Success of the MAP

Please take the time to read this manual. Completing the steps for checking and assembling the testing materials is essential to the success of the MAP and for a more prompt processing of score reports.

This manual contains the following important information:

- The District Test Coordinator's (DTC's) responsibilities for checking, reviewing, distributing, and returning testing materials
- The School Test Coordinator's (STC's) responsibilities for securing, distributing, collecting, organizing, and checking testing materials; checking Group Information Sheets (GISs); completing School/Group Lists and School Building Surveys; and organizing materials for the DTC

DTCs and STCs should read **all** sections so that each Test Coordinator understands the detailed process and the roles of others involved. Remember, STCs should contact the DTC if help is needed. If the DTC is unable to answer a question, the DTC should call the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1."

Summary of MAP Changes for 2006

Every year numerous procedural changes occur that significantly affect the administration of the MAP. Below is a list of some of the changes that are being implemented this year. This list should be used only as a quick reference. It **does not** include all of the changes that have been made this year. As always, it is important to read the entire *Test Coordinator's Manual* and *Examiner's Manual* each year. The following changes are reflected throughout this *Test Coordinator's Manual*.

- The Security Barcode Verification Form Instructions are in the *Examiner's Manual* and *Test Coordinator's Manual*. They are no longer sent with the District Test Coordinator's letter.
- The Student Information Form has been eliminated this year and replaced with a new Student Information Sheet (SIS) on the inside front cover of the test book. All changes in student information must be made on the Student Information Sheet.
- Student barcode labels will be used for the first time this year. The barcode will contain student status and demographic information.
- A new state identification number (called MOSIS) for each student will be on the student barcode label or coded in the Student Information Sheet. If the information does not appear on the barcode label, it should be coded in the SIS.
- The information previously found in the Special Codes section is now located on the Student Information Sheet.
- MAP Communication Arts assessments will be invalidated if examiners read/sign any portion of the test.
- MAP assessments will be invalidated if examiners paraphrase test questions in any content area.
- All Mathematics MAP assessments are two sessions in length.
- The use of magnifying equipment, amplification equipment, graph paper and testing with the examiner facing the student are no longer listed as accommodations although they can be utilized. Do not code them as "other."
- Descriptions of Accommodations are now listed in the *Examiner's Manual*.
- ELL (1st–3rd Year in USA) has been renamed for clarity. It is now ELL (Less Than 3 Years in the USA).
- In District Less than 18 Months has been eliminated as an option on the Student Information Sheet.
- Part 2 of Session 3 (Day 3) in Social Studies is optional and therefore does not have to be administered. (Refer to page 14 of the *Examiner's Manual*.)
- There are no field-tested items for Mathematics or Communication Arts this year.

Glossary

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Carbonless Paper	Carbonless paper is optional and is being made available for teachers to capture student responses on released items (for intermediate school and high school only). Specific instructions regarding the use of carbonless paper are included in the <i>Examiner's Manuals</i> . NOTE: Carbonless paper must be removed from test books before they are returned to CTB/McGraw-Hill for scoring. Carbonless paper must be ordered through CTB/McGraw-Hill.
Content-Area Label	There are five content-area labels. These labels are placed on the front of the large white envelopes to identify the contents. Content-area labels include Communication Arts, Mathematics, Science, Social Studies, and Unused Books (unused test books).
Department of Elementary and Secondary Education (DESE)	The Assessment Section of the Missouri Department of Elementary and Secondary Education can be reached at 1-800-845-3545.
District Test Coordinator (DTC)	The District Test Coordinator receives, checks, distributes, collects, assembles, and ships district testing materials.
Early-Return Testing	Schools participating in Early-Return Testing will have been notified by the Missouri Department of Elementary and Secondary Education. To arrange return shipment of Early-Return Testing materials, please contact CTB/McGraw-Hill no later than April 21, 2006. See "State Scaling Sample" on page 6.
Examiner's Manual	Each <i>Examiner's Manual</i> provides specific test administration instructions for a specific content area. <i>Examiner's Manuals</i> are included with the shipment of test books. <i>Examiner's Manuals are updated annually, so it is important for all Examiners to read the manual each year.</i>
Group Information Sheet (GIS)	The GIS provides CTB/McGraw-Hill with testing-group data that will appear on your reports. One GIS is supplied for each testing group in each content area.
Homebound Students	Homebound students may be tested at home or at school depending on their disabilities and the discretion of the district. Examiners of homebound students should receive training in the administration of the MAP. Examiners are responsible for ensuring the security of testing materials between testing sessions and for returning testing materials to the School Test Coordinator.
Home School Students	Home school students may take part in the MAP per the local district's discretion. Home school students participating in the MAP must take the MAP assessments at the local school. (See page 11 in this manual.) Home school test books are handled differently from regular test books.

Please perform the following tasks to ensure proper processing of home school students:

- Each home school student must be entered on his or her own GIS
- On GIS, Teacher = “HOME SCHOOLED”
- Enter “2” in column V of the GIS

Large Print and Braille

Student responses in both Large Print and Braille edition test books **must** be transcribed to a regular edition test book in order for the student to receive a MAP score. After the Examiner transcribes the student responses to a regular edition test book, the Large Print and Braille test books should be marked **“Contents transcribed to a regular test book. DO NOT SCORE”** and returned to CTB/McGraw-Hill with the unused testing materials. Please follow the instructions in this manual for packaging the regular testing materials and shipping them to CTB/McGraw-Hill. Braille Omit test books are handled differently from regular test books. Please refer to the **BRILLE OMIT RETURN INSTRUCTION SHEET** included in the Test Coordinator’s Packet (also sent with Braille edition test materials) for handling and packaging Braille Omit test books.

Large White Envelopes

Large white envelopes are provided to each Examiner. After testing, each testing group’s materials should be organized according to the directions in Step 12 of the *Examiner’s Manual* and placed in the large white envelopes for return to CTB/McGraw-Hill.

Level Not Determined (LND)

This designation is for students who did not receive a MAP score for any one of the following reasons:

- (a) A test book was completed in ink. Answers written in ink cannot be scanned or scored.
- (b) A student did not attempt any items in one or more sessions of the MAP. A valid attempt must be made on all sessions of the test.
 - 2-session tests (Mathematics, Grades 3–8, 10; Communication Arts, Grades 4, 5, 6, 8)
 - One item answered in Session 1
 - Five items answered or one item correct on Session 2, the national normed section of the test
 - 3-session tests (Communication Arts, Grades 3, 7, 11; Science, Grades 3, 7, 10; Social Studies, Grades 4, 8, 11)
 - One item answered in Session 1
 - One item answered in Session 2
 - Five items answered or one item correct in Session 3, the national normed section of the test

To ensure that all Special Education students qualify as making a valid attempt on the MAP, Special Education teachers should contact their Test Coordinator to obtain a list of embedded Field Test items. For more information, see “Valid Attempt” on page 7 of this manual.

- (c) A student took the MAP-Alternate, and the MAP-Alternate bubble was filled in on the SIS. DESE will remove such students from LND if a matching MAP-A Assessment has received a score.
- (d) A student's test was invalidated. This is done only when the student has cheated and is recorded under "Teacher Invalidation" on the SIS on the inside front cover of the test book.
- (e) **For Communication Arts only:** A student was designated as an ELL student in the United States less than one year, and the corresponding bubble was filled in on the SIS. (DESE will remove such students from LND for accountability purposes.)
- (f) Oral accommodation on any part of the Communication Arts test will invalidate the test.
- (g) Paraphrasing on any MAP test will invalidate the test.

Manipulatives	Punch-out manipulatives are provided for Mathematics (all grades) and Science (Grades 3 and 10 only). These include items such as rulers, protractors, or other objects.
MAP School Building Survey	The MAP School Building Survey provides CTB/McGraw-Hill with information used to account for all students in a school. This information is forwarded to DESE.
Missouri Assessment Program Service Line	Questions regarding the Spring 2006 testing administration of the MAP can be answered by calling 1-800-544-9868, 7:30 A.M.–6:30 P.M., Central Time, and selecting option "1."
No. 2 Pencil	Ensure that all students use a No. 2 pencil. MAP assessments are scored electronically. If a student uses ink to mark the test, the student will not receive a MAP score because ink cannot be imaged.
Pre-coded	"Pre-coded" refers to machine-scannable barcode labels or bubbles that are filled in mechanically by CTB/McGraw-Hill.
Reference Sheets	Reference sheets are provided, separate from the test books, for Mathematics in Grades 8 and 10.
Regular-Return Testing	To arrange return shipment of Regular-Return Testing materials, please contact CTB/McGraw-Hill no later than May 1, 2006. For information on how to contact CTB/McGraw-Hill, see "Schedule Testing Material Pickup Online" of Step 10 of this manual.
School/Group List	The School/Group List is CTB/McGraw-Hill's way of double-checking that all testing materials have been received. This form can be photocopied as needed.
School Test Coordinator (STC)	The School Test Coordinator distributes testing materials to Examiners, collects and checks materials, and forwards them to the DTC for shipping.

Security Barcode	All MAP test books carry a unique security barcode on the front cover in the lower right-hand corner directly above “Spring 2006.” The barcode is used to number each test book consecutively and to track test books shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by barcode number and district name.
Security Barcode Verification Form	The Security Barcode Verification Form is used for the purpose of tracking the test books to ensure a 100 percent rate of return and/or accountability. Copies of the form are shipped to the District Test Coordinator in the Test Coordinator’s Packet for distribution to the School Test Coordinator with the test materials.
Security Barcode Verification Form Instructions	The Security Barcode Verification Form Instructions provide directions and guidelines to the District Test Coordinator and School Test Coordinator regarding the use of the Security Barcode Verification Form. These Instructions are now located in the <i>Examiner’s Manual</i> (pages 7–10) and the <i>Test Coordinator’s Manual</i> (pages 19–22).
Shipping Labels	Color-coded shipping labels are provided with the Test Coordinator’s Packet.
State Scaling Sample	The state scaling sample is developed from the data collected from the Early-Return Testing results. It is used to calibrate items and create the Missouri scale, which is in turn used to score the test books. See “Early-Return Testing” on page 3.
Student Barcode Label	The student barcode label is a pre-coded barcode label that contains a student’s identification and demographic information. These labels are provided only if the district submitted a pre-code file to DESE via the MOSIS pre-code system. If the district did not submit a pre-code file, the SIS on the inside front cover of the test book must be completed. (See pages 14 and 15 for additional information.)
Student Information Sheet (SIS)	The SIS is located on the inside front cover of each student test book. This sheet captures biographical information about each student and the following information: Accommodation Codes, Special Education, Invalidation, Student Status, Primary Disability, and Absent.
Test Coordinator’s Manual	This <i>Test Coordinator’s Manual</i> describes both the DTC’s and the STC’s roles in the MAP test administration.
Testing Group	When an Examiner administers the MAP to a group of students, that group is considered a testing group. A Group Information Sheet (GIS) must be completed for each testing group. For data analysis purposes, reports will reflect testing-group information as indicated on the GIS by the local district. In addition, School Test Coordinators need to ensure that every GIS completed for their school has an entry on the School/Group List. (See “School/Group List” on page 5.)

Valid Attempt

A valid attempt is the minimum effort required to receive a reportable MAP score. Special Education students who do not qualify for MAP-Alternate still need to take the MAP. If it is stipulated in the IEP, teachers may preview a test book and preselect items for students to attempt. However, to ensure that these students receive a MAP score, teachers need to select the following, at a minimum.

- one item from Session 1, one item from Session 2, and five items from Session 3 (Communication Arts Grades 3, 7, and 11; Social Studies, all grades; Science, all grades)
- one item from Session 1 and five items from Session 2 (Communication Arts, Grades 4, 5, 6, and 8; Mathematics, all grades)

Do not select embedded Field Test items. Contact your Test Coordinator for a list of embedded Field Test items. For more information regarding valid attempt, see “Level Not Determined” on pages 4 and 5.

Guidelines for Testing

Inclusion of Special Populations

IAP STUDENTS

Individual Accommodation Plan (IAP) students are considered disabled under Section 504 of the 1973 Rehabilitation Act and have an IAP. These students are not served under the Individuals with Disabilities Education Act (IDEA). Appropriate professionals, who are knowledgeable about IAP students' disabilities and their educational needs, make accommodation decisions for these students.

IEP STUDENTS

Individualized Education Program (IEP) students are classified as disabled under IDEA and have an IEP. All decisions regarding how a student with a disability will participate in the Missouri Assessment Program (MAP) are made by the student's IEP team and documented in the IEP. Students with disabilities must take all MAP content-area assessments administered by the district (or portions of each content-area assessment as determined by the IEP team) **or** the MAP-Alternate (MAP-A) Assessment.

In making decisions about accommodations, the IEP team has the responsibility and the authority to determine individual accommodations that students need to support and ensure their participation in the MAP.

Accommodation code definitions can be found on the DESE website at http://dese.state.mo.us/divimprove/assess/MAP_Accommodations_Definitions.pdf. Inappropriate use of accommodation codes can invalidate a student's MAP score.

STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS

All students must be accounted for when administering the MAP content-area assessments. There are only two groups who are **not required** to take the MAP:

- **Group 1** Students whose IEP teams have determined that MAP-A is the appropriate assessment are coded "MAP-Alternate" on the Student Information Sheet (SIS). The MAP-A bubble is for all MAP-A eligible students in the grade levels and content areas assessed by the MAP. You will need to return a test book with a student barcode label attached, or a completed SIS for each MAP-A eligible student in any content area. MAP-A students must also be accounted for in the MAP School Building Survey.
- **Group 2** English Language Learners (ELLs) who have been in the United States less than one calendar year at the time MAP assessments are administered have the option of being exempt from taking **only** the Communication Arts test. All other content areas must be assessed. If a district chooses this exemption, it needs to code "ELL (Less Than 1 Year in USA)" on the SIS. You need to assign a Communication Arts test book to these students and complete only the SIS for them. If districts choose to test these students, examiners should code all appropriate bubbles that apply. If tested and coded appropriately, the results will **not** be included in the Adequate Yearly Progress (AYP) calculations or the Missouri School Improvement Program (MSIP) accountability.

FURTHER INFORMATION ON SPECIAL POPULATIONS

Specific instructions on accounting for IAP, IEP, and ELL students can be found in Steps 10 and 11 of the *Examiner's Manual*. For further questions regarding special populations, contact the Assessment Section of the Missouri Department of Elementary and Secondary Education (DESE) at 1-800-845-3545.

2006 MAP Student Status Definitions

The following is a list of student status definitions:

ELL (Less Than 1 Year in USA) This is a designation for English Language Learner (ELL) students who have been in the United States less than one calendar year at the time MAP assessments are given. Federal provisions allow districts the option of administering the MAP Communication Arts assessments to these students. Districts may exempt these students from **only** the Communication Arts MAP test. Examiners need to fill out the SIS, indicating this exemption. If the coding is appropriate, neither Mathematics nor Communication Arts MAP results will be included in the AYP calculations.

ELL (Less Than 3 Years in USA) This is a designation for ELL students (receiving services or not receiving services) in their first, second, or third year in the United States. The district is required to test these students. The test results will be included in AYP calculations, but will not be included in the accountability measures for the Missouri School Improvement Program (MSIP). ELL students not included in the September enrollment for the school year will be excluded for the purpose of AYP calculations in the same manner as non-ELL students.

ELL (Receiving Services) This is a designation for students whose native language is other than English and who are from other countries or whose home environment includes languages other than English. Their English language proficiency is below that of grade and age peers. These students receive differentiated instruction to address their English language proficiency. The district is required to test these students. Test results will be included in the AYP calculations.

ELL (Monitoring) This is a designation for students whose native language is other than English and who are from other countries or whose home environment includes languages other than English. Their English language proficiency is comparable to grade and age peers. These students do not receive differentiated instruction to address their English language proficiency but should still be designated as ELL. The district is monitoring the academic success of these students for two years after they no longer receive instruction to address English language proficiency. Test results will be included in the AYP calculations.

Gifted A gifted student is any student who has been identified for and/or has participated in the district's formal gifted program.

H. S. Career Education This designation is for all students in Grades 9–12 who have completed or are currently taking a Career Education course **approved** by the Department of Elementary and Secondary Education, Division of Career Education. Career Education courses **must** be from one of the following program areas: Agriculture, Business Education, Health Sciences, Marketing, Cooperative Education, Trade and Industrial Education, or Family and Consumer Sciences. Only these H. S. Business Education courses are approved: Banking and Financial Services, Accounting I and II, Business Technology, Microcomputer, Business Applications, E-Business, Desktop Publishing, Network Administration, Multimedia, Computer Programming, and Supervised Business Experience. Technology Education courses and all other Business Education courses should **not** be included.

Approved Career Education courses may be taken either at the student's home high school or at an area career center. A report of the approved Career Education programs can be viewed by accessing the Core Data web application system (at <https://k12apps.dese.mo.gov/webapps/logon.asp>) and selecting Approved Course from the Special Reports section of the Report Menu.

A copy of this report should be provided to the appropriate test administrator, to be shared with students or district personnel completing the H. S. Career Education designation indicator, to ensure that only those students who have taken or completed an approved Career Education course are reported.

For questions regarding approved courses, contact the Division of Career Education at 573-751-3500.

IAP (504) An IAP (504) student is an Individual Accommodation Plan (IAP) student who is identified as disabled under Section 504 of the 1973 Rehabilitation Act and **not** under the Individuals with Disabilities Education Act (IDEA). An IAP (504) student does not have an Individualized Education Program (IEP).

IEP An Individualized Education Program (IEP) student is a student who is eligible under IDEA and has an IEP.

In Building Less Than a Year A student is considered “in a building less than a year” if that student was not part of the September enrollment (last Wednesday in September) for that school year.

In District Less Than a Year A student is considered “in a district less than a year” if that student was not part of the September enrollment (last Wednesday of September) for that school year.

MAP-Alternate (MAP-A) A MAP-A student is one whose IEP team has determined that the student is eligible for the MAP-Alternate (MAP-A) Assessment. A test book should be assigned to that student with the SIS. Fill in the MAP-A bubble for each MAP-A eligible student at the appropriate grade level and content area assessed by MAP (in Grades 3–8, 10, and 11).

Migrant This designation is for students who have moved across school district boundaries within the preceding 36 months to seek or obtain (or to accompany or join a parent, spouse, or guardian who is seeking to obtain) temporary, seasonal employment in agriculture or fishing, or work in a beef, poultry, or pork processing plant.

SES This identifies students approved for free/reduced-price meals. For more information, see pages 34 and 35 of this manual. **Districts are required to complete this information.**

State Use This field is for state use only. Districts will be contacted by the Department of Elementary and Secondary Education if there is a need to utilize this field.

Title I This identifies a student who is receiving Title I services in a targeted assistance program. **All** students in a Title I schoolwide program should be designated as Title I. If the school building does **not** receive Title I funds, **none** of the students in that school building should be designated as Title I.

Voluntary Transfer Student (VTS) This identifies a student who is residing in the St. Louis City School District but who voluntarily enrolls in a St. Louis County School District.

Students Taking the MAP Out of District

All students enrolled in your district must be assessed. This includes students receiving services in off-site locations (other districts, private agencies, etc.). The District Test Coordinator from the district where the student is enrolled must deliver the appropriate number and type of test books and any ancillary testing materials (manuals, manipulatives, and reference sheets) to the serving districts/agencies prior to the first day of the testing. The district where the student is enrolled should complete the county, district, and building codes on the SIS, using their own codes. After testing, the completed materials must be returned to the district of enrollment where the Group Information Sheet (GIS) is completed and placed with the test book(s) in the envelopes provided. The GIS is pre-coded with district of enrollment’s county, district, and

school codes. It is the GIS that determines where students' results will be reported. To ensure accurate reporting it is **essential** that the GIS from the district of enrollment be placed on top of the test book(s) and that these materials are included with that district's shipment to CTB/McGraw-Hill for scoring.

Homebound Students

Homebound students may be tested at home or at school depending on their disabilities and the discretion of the district. Examiners of homebound students should receive training in the administration of the MAP. Examiners are responsible for ensuring the security of the testing materials between testing sessions and for returning those materials to the School Test Coordinator.

Home School Students

Home school students may take part in the MAP at the local district's discretion. Home school students participating in the MAP must take the MAP tests at the local school. Special instructions for returning home school student tests will be enclosed in home school packages. Home school packages can be obtained by calling the Missouri Assessment Program Service Line at 1-800-544-9868 and selecting option "1." Also, non-public school students receiving supplemental services in public schools do not take the MAP.

Makeup Sessions

Makeup sessions should be scheduled for students who are absent during one or more sessions of the MAP. If a student is absent and unable to take the test during both the regular and makeup testing windows, then follow the procedures below for handling absences. Students will not receive a MAP score if they have not made a valid attempt on all sessions of the MAP test. (See "Valid Attempt" on page 7.)

Student Absences

If a student is absent for all testing sessions and cannot participate in makeup testing sessions, follow these procedures:

1. Write the student's name on the front of an unused test book.
2. If the student barcode label is incorrect, then an SIS needs to be completed.
3. On the SIS found on the inside front cover of the test book, print the student's name and fill in the circles that correspond to each letter of the student's name.
4. Fill in the Session 1, Session 2, and Session 3 circles, if applicable, located in the Absent section of the SIS on the inside front cover of the test book.
5. Process the test book and treat it as you would any other student's test.

If a student is absent for only one or two of the testing sessions and is unable to attend a makeup testing session, please fill in the appropriate circle(s) in the Absent section located on the SIS.

To account for all students, an SIS—located on the inside front cover of the test book—must be turned in for **every** enrolled student in the tested grade. For more information about students who are eligible to take the MAP, see "Inclusion of Special Populations" on pages 8–10.

Large Print and Braille Procedures

Student responses in both Large Print and Braille edition test books **must** be transcribed into a regular edition test book in order for the students to receive MAP scores. Please follow Step 6 in the *Examiner's Manual* for specific instructions on Large Print and Braille procedures.

After the Examiner transcribes student responses into a regular edition test book, the Large Print and Braille edition test books should be marked **"Contents transcribed to a regular test book. DO NOT SCORE"** and returned to CTB/McGraw-Hill with the unused testing materials. Please follow the instructions in Step 10 of this manual for packaging and shipping the regular testing materials to CTB/McGraw-Hill.

Braille Omit test books are handled differently from regular test books. Please refer to the BRAILLE OMIT RETURN INSTRUCTION SHEET included in this packet (also sent with Braille edition test materials) for handling and packaging Braille Omit test books.

Use of Translators

Federal provisions now allow district staff the flexibility to read Mathematics, Social Studies, and Science assessments (but **not** Communication Arts assessments) to ELL students in their native language. In addition, for these same assessments, ELL students can now give their responses orally or in writing in their native language. Their responses will have to be translated into English and then scribed in the test book. New accommodation codes have been added to apply these accommodations for ELL students (please refer to the *Examiner's Manual* for these codes). The translation and scribing must be an accurate interpretation of the student's responses.

Translators must be trained in administering the MAP and have access to the *Examiner's Manuals*, to read and review before test administration. Translators should also ensure that MAP testing materials are kept secure at all times. No testing materials may be copied or duplicated or made accessible to personnel not responsible for testing. Translators should not see test books prior to test administration. When not in use, test books must be kept in a locked room or cabinet in the school building to prevent unauthorized access. All test books must be returned to the School Test Coordinator after use.

Invalidation Procedures

Invalidation of the test will occur if a teacher paraphrases the test questions in any content area and/or reads any part of the Communication Arts test. Invalidation of a student's test will also occur if the student is discovered cheating. Neither a student's behavior during testing nor the judgment of a student's effort during testing can invalidate a student's test.

The School Test Coordinator and the Examiner must agree that a particular student's test should be invalidated based on the invalidation rules above. To invalidate a student's test, the School Test Coordinator must fill in the bubble for the appropriate session in the Teacher Invalidation grid located on the SIS found on the inside front cover of the student's test book. Invalidated test books must be returned to CTB/McGraw-Hill. For each invalidated test book, the test book with a completed SIS must be included with the testing materials to be scored.

The School Test Coordinator must also provide the District Test Coordinator with the following information: the student's name, birth date, teacher, grade, and school; the county, district, and school codes; the testing session; and the reason the testing session is being invalidated. The District Test Coordinator must send a letter with this information to the Director of Assessment at the Missouri Department of Elementary and Secondary Education (P.O. Box 480, Jefferson City, MO 65102). A copy of the letter should be kept in the district files.

Test Coordinators' Roles

► Instructions for the District Test Coordinator

The **District Test Coordinator's** responsibilities include

- checking with the School Test Coordinators (STCs) to ensure that they have sufficient quantities of MAP testing materials prior to April 10, 2006
- receiving and checking the shipment of testing materials
- confirming that the start and end security barcode numbers match the security barcode ranges on the packing list
- receiving and photocopying the Security Barcode Verification Form for distribution to the STCs
- training staff on procedures for administering the MAP
- ensuring that testing materials are kept in a secure area
- restricting teacher access to testing materials prior to testing
- organizing testing materials for individual schools in your district
- distributing the *Examiner's Manual* to the schools as soon as possible to allow the Examiners adequate time to read the manual in preparation for administering the tests
- furnishing testing materials to out-of-district schools for any students attending alternative (supplemental) programs
- delivering testing materials to schools, preferably one day before the testing period
- assigning responsibility for completing state student ID numbers, student status codes, Special Education instruction codes, special codes, and free/reduced-price meal information (see Step 5 for detailed information)
- assigning responsibility for reviewing rosters of pre-coded student information for accuracy
- collecting and accounting for all testing materials from each school in your district and any out-of-district schools where your students attend alternative (supplemental) programs
- consolidating testing materials after test administration
- checking the returned Security Barcode Verification Forms against the returned testing materials
- documenting any missing barcode numbers on the Security Barcode Verification Form
- assembling testing materials for return shipment
- arranging for shipment of testing materials to CTB/McGraw-Hill for scoring
- sending letters to DESE and CTB/McGraw-Hill documenting any security barcode discrepancies

► Instructions for the School Test Coordinator

The **School Test Coordinator's** responsibilities include

- checking testing materials received from the District Test Coordinator (DTC)
- checking student pre-code roster and verifying receipt of all student barcode labels
- informing the DTC of the need for additional MAP testing materials
- inventorying all test books on the Security Barcode Verification Form
- ensuring that testing materials are kept in a secure area and ensuring testing material security after each day's testing
- restricting teacher access to testing materials prior to testing
- training staff on procedures for administering the MAP
- distributing testing materials and carbonless paper to Examiners (carbonless paper is included in the shipment of testing materials)
- distributing student pre-code rosters and student barcode labels to Examiners
- ensuring that all Examiners know that No. 2 pencils must be used to complete the MAP
- ensuring that testing procedures in the *Examiner's Manual* are followed
- checking to ensure that the Student Information Sheet (SIS) is accurately completed (if applicable)
- collecting and checking testing materials after test administration
- asking appropriate school-level personnel for a count of MAP-Alternate students (this information is needed to complete the MAP School Building Survey)
- asking each Examiner for a count of students who were absent for all testing sessions (this information is needed to complete the MAP School Building Survey)
- completing and maintaining the Security Barcode Verification Form for return to the DTC
- checking the Group Information Sheets (GISs)
- completing the School/Group List(s)
- completing the MAP School Building Survey
- packing and transporting testing materials to the DTC

Handling of Student Barcode Labels

- Student barcode labels will be shipped separately from the Test Coordinator's Packet. Please follow very carefully the following instructions for handling student barcode labels. Failure to do so could result in incorrect assessment results and inaccurate biographical information on reports.

- CTB will provide one biographical label and two student barcode labels for each student. These labels are printed by CTB, using student information provided by districts to DESE via MOSIS pre-code system. Check each student's biographical label and the student pre-code roster listing other barcode information for accuracy.
- Affix the student barcode label to the designated area on the front cover of the student's test book if the following information is accurate: STUDENT NAME, BIRTH DATE, GENDER, RACE/ETHNICITY, MOSIS STATE ID, and DISTRICT STUDENT ID. If any of the preceding information is inaccurate, **do not use the student barcode label**. Instead, fill in **all** sections of the SIS on the inside front cover of the test book. (See page 16 for the correct placement of the student barcode label.)
- If STUDENT NAME, BIRTH DATE, GENDER, RACE/ETHNICITY, MOSIS STATE ID, and DISTRICT STUDENT ID are correct, but any other student information provided with the label needs to be changed, affix the label to the test book. Then, complete **only** those items on the SIS that require changes.

EXCEPTIONS

- If a student barcode label has already been affixed to a test book and the label is subsequently determined to be inaccurate (incorrect Student Name, Birthdate, Race/Ethnicity, Gender, MOSIS State ID, or District Student ID), place **two** blank labels over the incorrect label. Then bubble all the information on the SIS.
- If it is determined that a label for one student has been affixed to a test book completed by a different student, place one blank label over the incorrect label; then affix the correct student barcode label over the blank label.

Note: Blank labels have been provided within each package of student barcode labels and pre-code rosters for use in handling the exceptions described above.

- If there is no barcode label for a student, bubble all the biographical information on the student document and **leave the barcode area blank**. It is important that nothing be written in that area—no teacher name, no school name, etc.

Biographical label
(Do **not** affix)

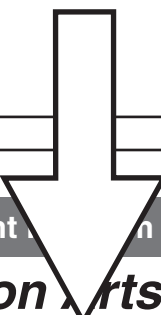
Student barcode label
(Affix as shown)

Student barcode label
(Affix to student's
other test book)

<p>JANE SMITH</p> <p>SASID: 321265479 SCHOOL: CENTRAL ELEM 7865 DISTRICT: ST. LOUIS SD 3211 GRADE: 05 BIRTHDATE: 02/14/95 GENDER: FEMALE</p> <p>2004 BARCODE ID: 0000007 DO NOT USE ON BOOK</p>	<p>JANE SMITH CENTRAL ELEM 7865 ST. LOUIS SD 3211 GRADE 05 SASID: 321265479</p> <p>0000007</p> 	<p>JANE SMITH CENTRAL ELEM 7865 ST. LOUIS SD 3211 GRADE 05 SASID: 321265479</p> <p>0000007</p> 
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Test Book Cover (student barcode label positioning)


AFFIX



Name: _____

Missouri Assessment in
Communication Arts

Place STUDENT BARCODE LABEL Here



Grade 5

Spring 2006

Missouri Department of Elementary
and Secondary Education

48195

Step

1

Review Your Testing Materials

.....

► Instructions for the District Test Coordinator The Test Coordinator's Packet

The Test Coordinator's Packet includes one District Test Coordinator's Folder and a School Test Coordinator's Folder for each of the schools in your district. Remember that your student barcode labels will be shipped separately.

The **District Test Coordinator's Folder** contains

- a cover letter
- the *Test Coordinator's Manual* for the District Test Coordinator
- shipping forms and labels
- the Add/Short Form
- the Embedded Field Test Flyer
- the Security Barcode Verification Form

Each **School Test Coordinator's Folder** contains

- a cover letter
- the *Test Coordinator's Manual* for the School Test Coordinator, which may be photocopied for the Examiners
- one School/Group List for each content area, to be completed by the School Test Coordinator after test administration
- one MAP School Building Survey for each grade and content area, to be completed by the School Test Coordinator
- one GIS for each classroom/testing group, to be completed by the Examiner
- content-area labels

The Testing Materials

The testing materials will be packaged by school and shipped to your district's office or the shipping address indicated during the online enrollment process. The testing materials shipment will include *Examiner's Manuals*, test books, large white envelopes, and ancillary testing materials.

Verifying Shipment of the Test Coordinator's Packet and Testing Materials

Locate the packing list for each shipment, and compare the materials on the packing list with the materials in the shipment.

- **Test Coordinator's Packet:** If the quantities on the Test Coordinator's Packet packing list do not match the quantities received, or if you need more materials, please complete the MAP Spring 2006 Test Coordinator's Packet Add/Short Form and fax it to the number shown on the form.
- **Student Barcode Labels** will arrive separately from the Test Coordinator's Packet by March 13, 2006.
- **Testing Materials:** If the quantities on the testing materials packing list do not match the quantity received, but there are enough materials to administer the test, proceed with preparations for the test. If you do not have sufficient materials to administer the test, immediately call the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1" to request additional materials.
- The deadline to request additional 2006 MAP testing materials is **April 10, 2006.**

Step 2 Distribute Testing Materials

► Instructions for the District Test Coordinator Security Barcode

The Missouri Assessment Program (MAP) test books are secure materials. All test books, including Large Print and Braille editions, are barcoded for security and inventory purposes. A unique security barcode number, which is located on the front cover of every MAP test book in the lower right-hand corner directly above “Spring 2006,” is used to number each book consecutively and track inventory shipped to the districts. Test books returned to CTB/McGraw-Hill will be inventoried, and missing books will be reported to DESE by inventory barcode number, district name, and school name. This section is designed to help District Test Coordinators (DTCs), School Test Coordinators (STCs), and Examiners inventory MAP test books and ensure a 100 percent rate of return of all test books to CTB/McGraw-Hill.

Security Barcode Verification Form Instructions

District/School Test Coordinators

These Instructions are a guide to using the Security Barcode Verification Form. The District Test Coordinators (DTCs) will need to make **one** copy of the Security Barcode Verification Form for **each** School Test Coordinator (STC) in their district. The roles and responsibilities of DTCs, STCs, and Examiners are described below. Note: In order to preserve the sequential integrity of the barcodes, test books should **not** be shared across schools.

Pretest Administration

District Test Coordinator

Before distributing copies of the Security Barcode Verification Form to the STCs, complete the following steps **for each school** in your district:

1. Confirm the box count (e.g., Box 1 of 5 through Box 5 of 5) of the testing materials shipment from CTB/McGraw-Hill.
2. Without opening the shrink-wrapped bundles of test books, verify the barcode range of the bundles. The security barcode number is printed vertically on the lower right portion of each front cover of the test book **directly above the date, Spring 2006**. Check the barcode number of the test book at the top of the bundle and the barcode number of the test book at the bottom of the bundle against the packing list.
3. On the Security Barcode Verification Form, make the appropriate checkmarks for the relevant content area/grade boxes in the first column.
4. Document any discrepancies in the last column on the form.
5. Report any discrepancies to the CTB/McGraw-Hill Missouri Assessment Program Service Line at 1-800-544-9868, option “1” between the hours of 7:30 A.M. and 6:30 P.M. Central Time.

The DTC is also responsible for verifying that each STC has sufficient testing materials to administer the test. If a DTC is not available, the STC must perform this function. If additional test books are requested after the original shipment of testing materials is received, confirm this by recording the number of additional test materials by grade and content area in the “Additional Testing Materials” row of the Security Barcode Verification Form and be sure to note the subject/grade. Please order any additional materials by April 10, 1:00 P.M. (CT).

School Test Coordinator

After receiving the Security Barcode Verification Form from the DTC, the STC should complete the following steps:

1. Open the shrink-wrapped bundles of test books.
2. Verify that all the test books are in sequential barcode order (e.g., 00000-01, 00000-02, etc.).
3. Verify that the barcode numbers printed on the test books match the numbers listed on the packing list (located in Box 1 of your school’s shipment).
4. On the Security Barcode Verification Form, place checkmarks in the appropriate boxes in the third column.
5. Document any barcode discrepancies in the last column of the form.
6. Notify the DTC immediately of any discrepancies.

The STC is also responsible for providing Examiners with copies of the Security Barcode Verification Form Instructions for reference. The STC maintains the Security Barcode Verification Form (**do not distribute the form or copies of the form to Examiners**) during the test administration and returns it with the testing materials to the DTC.

Examiner

1. Count the number of books received.
2. Document this information in preparation for returning the test books to the STC.

Post-Test Administration

Examiner

1. Assemble and organize testing materials for return to the STC following the directions in the Spring 2006 Missouri Assessment Program Operational Test *Examiner’s Manual*.
2. Count the number of test books and compare the total with the pretest figure.
3. If there is a discrepancy between the pretest and post-test totals, collate the used and unused test books in sequential barcode number order.
4. Separate all used and unused test books.
5. Place the unused test books (in barcode order if there are any discrepancies) in large white envelopes and affix the Unused Books labels to the envelopes.

6. Separate the used test books by content area.
7. Place the used test books (in barcode order if there are any discrepancies) in the large white envelopes and affix the appropriate content-area labels to the envelopes.
8. Return all envelopes containing test books **unsealed** to the STC.
9. Contact the STC for guidance regarding the handling of contaminated books.

School Test Coordinator

After receiving all test books from each Examiner, complete the following steps:

1. Collect, check, and verify that all test books (including Large Print and Braille editions) have been returned. If there are any discrepancies, ensure that the test books are in correct sequential barcode order.
2. On the Security Barcode Verification Form, place checkmarks in the fourth and fifth columns to indicate a 100% rate of return of all test books.
3. Return the test books and the Security Barcode Verification Form to the DTC for return shipment to CTB/McGraw-Hill.

The STC is responsible for a 100 percent rate of return of all test books, used and unused. Any unresolved security barcode discrepancies (e.g., missing or unaccounted for test books) must be clearly documented in the last column on the Security Barcode Verification Form.

The STC is also responsible for attaching any documentation and letters pertaining to contaminated test books to the completed Security Barcode Verification Form. Return the form and any documentation to the DTC. For more information regarding the handling and documentation of contaminated test books, refer to the last section of these instructions.

Note: Do not seal the envelopes! For more information regarding the return of testing materials to the DTC, please see Step 9 of this manual.

District Test Coordinator

After receiving the Security Barcode Verification Form and testing materials from each STC in your district and any information pertaining to contaminated test books and documented discrepancies, complete the following steps:

1. Verify a 100% rate of return of the test books.
2. Place checkmarks in the second to last column of the Security Barcode Verification Form to confirm the receipt of all test books and the resolution of all discrepancies.
3. Verify that any contaminated test books have been clearly documented following the guidelines prescribed below.
4. Package all testing materials for return to CTB/McGraw-Hill. (Please follow the directions in Step 10 of this manual.)

Contaminated Test Books

If a test book is contaminated, the Examiner should notify the STC. Contaminated test books should **not** be returned to CTB/McGraw-Hill. They must be securely destroyed at the test site. In the event that a replacement copy of a contaminated test book is necessary, **only** the DTC should submit an explanatory letter to CTB/McGraw Hill, attention: MAP Scoring Project Manager, with a copy to the Missouri Department of Elementary and Secondary Education (DESE), PO Box 480, Jefferson City, MO 65102-0480.

The STC should provide the DTC with the following information for inclusion in the letter:

1. an explanation of what happened to the test book
2. security barcode number (write or cut and paste it onto the letter)
3. school name
4. school code
5. student's name
6. content area
7. grade level
8. test book edition type (regular, Large Print, or Braille)

Return the completed Security Barcode Verification Forms, as well as copies of any letters pertaining to contaminated test books and documented discrepancies, to CTB/McGraw-Hill with the regular testing materials. For more information please see Step 10 of this manual.

Ordering Additional Materials

It is the DTC's responsibility to contact each STC prior to **April 10** to verify that he or she has sufficient quantities of MAP testing materials to administer the test. If the DTC orders additional materials and does not have access to the Security Barcode Verification Form that was submitted to the STC with the testing materials, he or she should create and maintain an Additional Testing Materials Log (tracking the number of books, grade levels, content areas, etc.) by school. When the STC returns the Verification Form with the testing materials, the DTC must initial in the "Additional Testing Materials" section indicating that he or she received the barcode range for the additional materials. If the DTC is not available, the STC must perform this function. If your district does not have a DTC, the STC should assume the responsibilities of a DTC.

The last day to request additional materials is April 10, 2006, by 1:00 P.M. Central Time.

Do not share test books across schools (unless you are unable to obtain additional testing materials from CTB/McGraw-Hill by April 10). If a test book is loaned to a school and later determined missing, the original school will be responsible for the missing book. Testing materials are to be inventoried both upon receipt and following test administration. If you are missing any testing materials, contact CTB/McGraw-Hill immediately. **Only District Test Coordinators should contact the CTB/McGraw-Hill Missouri Assessment Program Service Line at 1-800-544-9868, option "1."**

Securing Testing Materials

School personnel responsible for the MAP testing must ensure that all testing materials are secure at all times. No testing materials may be photocopied, duplicated, or made accessible to personnel not responsible for testing. When not in use, secure materials must be kept in a locked room or cabinet in the school building to prevent unauthorized access.

After verifying that each school has a secure area where testing materials can be stored, the DTC should distribute the School Test Coordinator's Folders and testing materials to the STCs in your district. Please ask the STCs to distribute the *Examiner's Manuals* as soon as possible to allow the Examiners adequate time to prepare for administering the tests.

If a school in your district does **not** have a secure storage area, the testing materials for that school must be secured at the district office. Please emphasize to the teachers that they should **not** review the test books prior to testing. The materials are secure, and this security should be observed at all times. An exception to this rule is Special Education teachers who are pre-selecting items for their students whose IEPs specify the preselection of items as a needed accommodation. (See "Valid Attempt" on page 7.)

For students who attend an out-of-district school for an alternative (supplemental) program, deliver the appropriate number and type of test books and any ancillary testing materials (manipulatives and reference sheets) to the students' out-of-district school prior to the first day of testing. Make arrangements to have the testing materials returned to you after the students have completed testing. For more information, see "Students Taking the MAP Out of District" on pages 10 and 11.

Please keep the District Test Coordinator's Folder for your use after the test administration. You will need the shipping materials contained in the folder to return the testing materials to CTB/McGraw-Hill for scoring.

The boxes in which you received your testing materials should be saved for return shipment to CTB/McGraw-Hill.

► Instructions for the School Test Coordinator

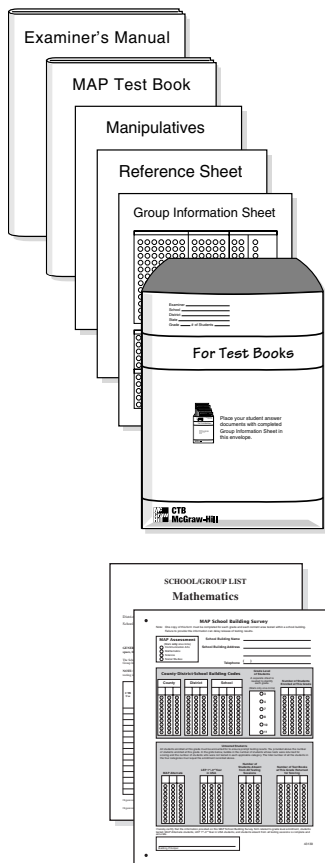
The School Test Coordinator should check the materials upon receipt from the District Test Coordinator. The school test coordinator should compare the student barcode labels with the student pre-code roster for accuracy.

Examiner's Manuals should be delivered to the Examiners as soon as possible to allow them time to become familiar with the procedures. Shortly before the first testing session, distribute the test books to each Examiner. Please emphasize to Examiners that they should **not** review the test books prior to testing. The test books are secure materials and this security should be observed at all times. The only exception to this rule is Special Education teachers who, because of a student's IEP, are preselecting items for their student to attempt. (See "Valid Attempt" on page 7.)

Each Examiner should have

- the appropriate *Examiner's Manual* for the content area being tested.
- the appropriate quantity and type of test books and any ancillary testing materials, such as manipulatives and reference sheets. Manipulatives and reference sheets are shrink-wrapped to the back of each package of test books. Please check the *Examiner's Manual* for information regarding which ancillary materials, if any, are necessary for the content area being tested.
- student barcode labels for each student.
- a pre-coded GIS for each specific school and content area.
- the appropriate quantity of large white envelopes. Each envelope will hold approximately 20 test books.
- color-coded content-area labels for large white envelopes.

Please retain the School/Group List(s) and the MAP School Building Survey for your use after test administration.



NOTE: The GIS and MAP School Building Survey are scannable documents and cannot be photocopied. If you need more copies of these documents, please contact your DTC. The DTC will use the MAP Spring 2006 Test Coordinator's Packet Add/Short Form to obtain additional copies of the documents.

Step 3 Collect Testing Materials

► Instructions for the School Test Coordinator

Immediately after the testing has been completed, the School Test Coordinator collects all materials from each Examiner and asks each Examiner for a count of students who were absent for all testing sessions. The STC should check the accuracy of the student labels by comparing the student roster. (You will need this information to complete the MAP School Building Survey, as described in Step 8 of this manual.) **Please remind Examiners that all test books (used and unused) must be returned to CTB/McGraw-Hill.**

The School Test Coordinator should ensure that

- a test book has been returned **for every eligible student**. This includes students with one or more invalidated sessions, students with incomplete testing sessions, students who never tested but were eligible to test (absent all sessions), students who took an accommodated version of the assessment, students participating in MAP-A, and ELL students in the USA less than 1 year.
- a test book with the SIS completed has been returned **for each MAP-Alternate student**. For more information on which students should be exempted from taking the MAP, see “Inclusion of Special Populations” on pages 8–10 of this manual.
- each student has written his or her name legibly on the front cover of the test book.
- all unused test books have been collected.
- all Large Print and/or Braille editions have been transcribed into regular edition test books.
- all completed GISs have been collected.
- all security barcode discrepancies have been documented and sent to the DTC on the Security Barcode Verification Form.
- all carbonless paper has been removed from test books.
- test books completed in ink have been transcribed in No. 2 pencil to other test books for scoring.
- all student responses written on the coding tracks in the margins of the pages are erased and transcribed verbatim onto the response line.
- all stray marks on the coding tracks are erased.

- student information on the SIS is complete and accurate.
- student barcode labels are on the test books, if used.

Please remind Examiners that **all** test books must be returned to CTB/McGraw-Hill, including the Examiner's copy. Contact any Examiner who delays in returning his or her group's testing materials to you. It is not necessary to collect *Test Coordinator's Manuals*, *Examiner's Manuals*, unused large white envelopes, Communication Arts writing prompt drafts, Mathematics scratch paper, or any blank ancillary materials. These materials do not have to be returned to CTB/McGraw-Hill. Examiners may discard these materials.

Step

4

Check the Organization of Materials Collected

► Instructions for the School Test Coordinator

The *Examiner's Manual* provides instructions to the Examiners for organizing materials after testing. These instructions are repeated below so that you can check the organization of materials collected from each Examiner. As you are checking documents, please maintain this organization.

The large white envelopes should contain the following items in the order indicated here (please refer to the illustration in Step 12 of the *Examiner's Manual*):

1. A completed GIS.
2. MAP test books with student barcode labels and/or completed SISs for all students, including MAP-A eligible students.

Remember that for each invalidated test, the test book with a completed SIS must be placed in the envelope.

Information requested on the front of the envelope must be completed. If multiple envelopes are needed to hold materials for large groups, the envelopes should be bundled together and marked on the front upper-left corner "1 of X," "2 of X," "3 of X," and so forth (with "X" being the total number of envelopes).

Color-coded content-area labels for Communication Arts, Mathematics, Science, and Social Studies, as applicable, should be affixed to the front of the envelope.

Any unused test books should be bundled together and placed in a large white envelope. Large Print and Braille edition test books marked "**Contents transcribed to a regular test book. DO NOT SCORE**" should be folded and placed in the large white envelopes and shipped along with the unused test books. A black Unused Books label should be affixed to the front of the envelope.

For damaged or "do not score" test books, write a large "X" across the front and back if

- the test book is partially used.
- any biographical information is coded but the book should not be scored.
- a student has moved during testing and the test was not completed.
- the test book is damaged and should not be scored.
- the test book has manufacturing errors and should not be scored.

After an “X” has been written across the front and back of the test book, place the book with the unused materials.

The envelopes should remain unsealed so that the District Test Coordinator can verify the contents and then seal the envelopes.

If an Examiner has returned manipulatives, reference sheets, *Examiner’s Manuals*, Communication Arts writing prompt drafts, Mathematics scratch paper, or extra envelopes, please discard them. Do not ship these materials to CTB/McGraw-Hill.

If a student takes a test in two different books, please ensure that all student responses are transcribed verbatim into only one test book. The book containing the transcribed responses will be scored. Write on the front cover of the incomplete test book **“Contents transcribed to another regular test book. DO NOT SCORE”** and return this test book with the unused test books.

If you find missing, damaged, or upside-down pages in a test book, please ensure that all student responses, if any, are transcribed verbatim into another regular edition test book. A test book that contains missing, damaged, or upside-down pages should be marked appropriately on the front cover with a black marker. For example, write **“Missing Pages”** and **“Contents transcribed to another regular test book. DO NOT SCORE”** on the front cover of a test book with missing pages. Return the damaged books with your unused test books.

If you find any alternative response sheets in the test books—for example, computer-generated responses or other approved IEP accommodations—transcribe them verbatim into the test book. Alternative response sheets cannot be scored. Only responses in regular edition test books will be scored.

If you have any questions concerning this information, please contact CTB/McGraw-Hill via the Missouri Assessment Program Service Line at 1-800-544-9868 and select option “1.”

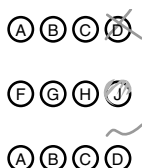
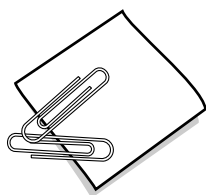
Step 5 Check the Student Information Sheet (SIS)

► Instructions for the School Test Coordinator

While checking the materials, keep each Examiner's materials together as a group.

Physical Condition

There are some conditions that interfere with the scoring process. Please check each SIS, as well as the test book itself, for the following:



If you find this ...	do this:
carbonless paper "sticky" notes extra paper paper clips staples tape of any kind	Remove them.*
light marks incomplete erasures stray marks smudges	Erase marks or make them heavier as needed.**
SIS torn or damaged	<p>Completely copy a damaged test book onto a clean, unused test book.</p> <p>Damaged test books cannot be machine-scanned and the student will not receive a score.</p> <p>Use a No. 2 pencil.</p> <p>Use a soft eraser.</p> <p>Mark responses with solid, dark, filled-in-circles.</p>

*Failure to remove these items could delay the delivery of the final reports.

**Any stray lines or smudges from incomplete erasures may have an impact on the scoring of the items.

Student Information Sheet (SIS)

The SIS of the test book must be completed only if you are not using a preprinted student ID barcode label or if you need to change some of the information that was pre-coded in the student pre-code roster that came with the student barcode labels.

Reminder: Do not use the student barcode label if any of the following items on the label are incorrect: STUDENT'S NAME, BIRTH DATE, GENDER, RACE/ETHNICITY, MOSIS STATE ID, or DISTRICT STUDENT ID. Instead, fill in all sections of the SIS.

If some of the other information in the student roster file is not correct, you may use the student barcode label and fill in **only** the information that needs to be corrected. Data entered on the SIS will override the data in the student pre-code roster. However, the following information will not be overridden: STUDENT'S NAME, BIRTH DATE, GENDER, RACE/ETHNICITY, MOSIS STATE ID, and DISTRICT STUDENT ID.

See pages 14 and 15 of this manual for instructions on handling of student barcode labels.

●

●

●

• • • • • When you check this ...

look for this:

1 Student's last name, first name, and middle initial	Letters must be printed, one per box, above the lettered circles. Under each box, the circle with the same letter must be filled in.
2 Student's birth date	The circles corresponding to the student's month, day, and year of birth must be filled in. (If the "Day" is not a two-digit number, the number should be preceded by a zero.)
3 Race/Ethnicity	The circle corresponding to the student's ethnic origin must be filled in.
4 Gender	The circle indicating the student's gender must be filled in.
5 MOSIS State ID	Numbers must be printed, one per box, above the numbered circles. Under each box, the circle with the same number must be filled in.
6 District Student ID Number	Numbers must be printed, one per box, above the numbered circles. Under each box, the circle with the same number must be filled in.
7 Student Status	The circles corresponding to the student's status must be filled in. Refer to pages 9 and 10 for details.
8 Accommodations	The appropriate circles must be filled in, if applicable. Please refer to the <i>Examiner's Manual</i> for detailed instructions.
9 County/District/School Code of residence	Use only if a student receives services outside of his/her district of residence.

When you check this ...	look for this:
10 Special Education Instruction	The appropriate circles should be filled in, if applicable. Please refer to the <i>Examiner's Manual</i> for detailed instructions.
11 Primary Disability Diagnosis	The appropriate circles must be filled in, if applicable.
12 Absent	The appropriate circles must be filled in, if applicable.
13 Teacher Invalidation	The appropriate circles must be filled in, if applicable.
14 Invalid Accommodation	The appropriate circles must be filled in, if applicable.

ALL STUDENTS: To account for all students, a completed SIS, located on the inside front cover of the student test book, must be turned in for **every** eligible student. For more information on which students are eligible to take the MAP, see “Inclusion of Special Populations” on pages 8–10.

STUDENTS NOT TESTED IN THE CONTENT-AREA ASSESSMENTS: MAP-A students, as well as ELL students who have been in the United States less than one year and did **not** take the Communication Arts test, will be accounted for by submitting a test book with a student barcode label or a completed SIS. For more information about these students, see “Inclusion of Special Populations” on pages 8–10.

INVALIDATION: The STC must provide the DTC with the following information: student’s name, birth date, teacher, grade, school, county/district/school codes, testing session, and the reason the testing session is being invalidated.

Collecting Socioeconomic Status (SES) or Student Free/Reduced-Price (SF/RP) Meal Status Information

The National School Lunch Act gives school districts permission to release student free/reduced-price (SF/RP) meal status information for Title I allocation and evaluation purposes. The information is necessary for the Title I SES Report. Release of this data is **mandatory** as a result of federal legislation. The procedures for releasing SF/RP meal status information are as follows:

1. Designated School Test/Title I Coordinators for each school building will be assigned the responsibility of entering SF/RP meal status by filling in the SES bubble in the Student Status section on the SIS or SIF. Bubbling “SES” will identify a student’s eligibility for free/reduced-price meals as documented through the application process or through the direct certification process. If you do not bubble “SES,” it automatically indicates that the student is ineligible for SF/RP meal status. The list of students receiving free/reduced-price meals may be provided by the Food Service Director or a designated school official.
2. **Immediately** after the School Test Coordinators enter the SF/RP meal status, all meal status information shall be returned to the Food Service Director or official who approves school free/reduced-price meals. STCs are not allowed to retain SF/RP meal status information.

NOTE: Forwarding of SF/RP meal status information to STCs is left to the discretion of school officials. School officials retain the option of having Food Service Directors or officials who approve school free/reduced-price meals record the SF/RP meal status information for each student.

3. School Test/Title I Coordinators, Food Service Directors, and officials who approve school free/reduced-price meals shall be made aware of the use and importance of maintaining the confidentiality of SF/RP meal

status information. All school district officials are specifically instructed as to the following:

“Free and Reduced-Price meal status information is the only reason to fill in the ‘SES’ bubble (for Title I purposes) on the SIS or SIF. The information is not to be used for any other purpose or shared with/provided to any other individual, program, or entity for any reason whatsoever. Additionally, federal law mandates a fine of not more than \$1,000.00 or imprisonment of not more than one year, or both, to a person authorized to receive SF/RP meal status information who divulges, discloses, or uses the information in any manner or to any extent not authorized by law.”

Step

► Instructions for the School Test Coordinator

The Group Information Sheet (GIS) provides data that will appear on your reports. **It is essential that a complete and accurate GIS be placed on top of each stack of test books whose scores are to be reported together.** Some information may have been filled in (pre-coded) for you, whereas other information must be hand-entered. Check both the pre-coded and hand-entered material for accuracy. If any pre-coded information is not accurate, notify your District Test Coordinator. **Please note that the GIS is a scannable document and cannot be photocopied.** A sample GIS is shown below. Instructions for checking the GIS are on the next page.

1		Group Information Sheet		3																			
TEACHER NAME										SCHOOL NAME										2		4	
SMITH D										ANY SCHOOL ES										Number Students Testing		GRADE	
																				0 2 0		<div style="display: flex; justify-content: space-around;"> 89</div> <div style="display: flex; justify-content: space-around;"> 110</div> <div style="display: flex; justify-content: space-around;"> 211</div> <div style="display: flex; justify-content: space-around;"> 312</div> <div style="display: flex; justify-content: space-around;"> 413</div> <div style="display: flex; justify-content: space-around;"> 514</div> <div style="display: flex; justify-content: space-around;"> 615</div> <div style="display: flex; justify-content: space-around;"> 716</div> <div style="display: flex; justify-content: space-around;"> 817</div> <div style="display: flex; justify-content: space-around;"> 918</div> <div style="display: flex; justify-content: space-around;"> 1019</div> <div style="display: flex; justify-content: space-around;"> 1120</div> <div style="display: flex; justify-content: space-around;"> 1221</div> <div style="display: flex; justify-content: space-around;"> 1322</div> <div style="display: flex; justify-content: space-around;"> 1423</div> <div style="display: flex; justify-content: space-around;"> 1524</div> <div style="display: flex; justify-content: space-around;"> 1625</div> <div style="display: flex; justify-content: space-around;"> 1726</div> <div style="display: flex; justify-content: space-around;"> 1827</div> <div style="display: flex; justify-content: space-around;"> 1928</div> <div style="display: flex; justify-content: space-around;"> 2029</div> <div style="display: flex; justify-content: space-around;"> 2130</div> <div style="display: flex; justify-content: space-around;"> 2231</div> <div style="display: flex; justify-content: space-around;"> 2332</div> <div style="display: flex; justify-content: space-around;"> 2433</div> <div style="display: flex; justify-content: space-around;"> 2534</div> <div style="display: flex; justify-content: space-around;"> 2635</div> <div style="display: flex; justify-content: space-around;"> 2736</div> <div style="display: flex; justify-content: space-around;"> 2837</div> <div style="display: flex; justify-content: space-around;"> 2938</div> <div style="display: flex; justify-content: space-around;"> 3039</div> <div style="display: flex; justify-content: space-around;"> 3140</div> <div style="display: flex; justify-content: space-around;"> 3241</div> <div style="display: flex; justify-content: space-around;"> 3342</div> <div style="display: flex; justify-content: space-around;"> 3443</div> <div style="display: flex; justify-content: space-around;"> 3544</div> <div style="display: flex; justify-content: space-around;"> 3645</div> <div style="display: flex; justify-content: space-around;"> 3746</div> <div style="display: flex; justify-content: space-around;"> 3847</div> <div style="display: flex; justify-content: space-around;"> 3948</div> <div style="display: flex; justify-content: space-around;"> 4049</div> <div style="display: flex; justify-content: space-around;"> 4150</div> <div style="display: flex; justify-content: space-around;"> 4251</div> <div style="display: flex; justify-content: space-around;"> 4352</div> <div style="display: flex; justify-content: space-around;"> 4453</div> <div style="display: flex; justify-content: space-around;"> 4554</div> <div style="display: flex; justify-content: space-around;"> 4655</div> <div style="display: flex; justify-content: space-around;"> 4756</div> <div style="display: flex; justify-content: space-around;"> 4857</div> <div style="display: flex; justify-content: space-around;"> 4958</div> <div style="display: flex; justify-content: space-around;"> 5059</div> <div style="display: flex; justify-content: space-around;"> 5160</div> <div style="display: flex; justify-content: space-around;"> 5261</div> <div style="display: flex; justify-content: space-around;"> 5362</div> <div style="display: flex; justify-content: space-around;"> 5463</div> <div style="display: flex; justify-content: space-around;"> 5564</div> <div style="display: flex; justify-content: space-around;"> 5665</div> <div style="display: flex; justify-content: space-around;"> 5766</div> <div style="display: flex; justify-content: space-around;"> 5867</div> <div style="display: flex; justify-content: space-around;"> 5968</div> <div style="display: flex; justify-content: space-around;"> 6069</div> <div style="display: flex; justify-content: space-around;"> 6170</div> <div style="display: flex; justify-content: space-around;"> 6271</div> <div style="display: flex; justify-content: space-around;"> 6372</div> <div style="display: flex; justify-content: space-around;"> 6473</div> <div style="display: flex; justify-content: space-around;"> 6574</div> <div style="display: flex; justify-content: space-around;"> 6675</div> <div style="display: flex; justify-content: space-around;"> 6776</div> <div style="display: flex; justify-content: space-around;"> 6877</div> <div style="display: flex; justify-content: space-around;"> 6978</div> <div style="display: flex; justify-content: space-around;"> 7079</div> <div style="display: flex; justify-content: space-around;"> 7180</div> <div style="display: flex; justify-content: space-around;"> 7281</div> <div style="display: flex; justify-content: space-around;"> 7382</div> <div style="display: flex; justify-content: space-around;"> 7483</div> <div style="display: flex; justify-content: space-around;"> 7584</div> <div style="display: flex; justify-content: space-around;"> 7685</div> <div style="display: flex; justify-content: space-around;"> 7786</div> <div style="display: flex; justify-content: space-around;"> 7887</div> <div style="display: flex; justify-content: space-around;"> 7988</div> <div style="display: flex; justify-content: space-around;"> 8089</div> <div style="display: flex; justify-content: space-around;"> 8190</div> <div style="display: flex; justify-content: space-around;"> 8291</div> <div style="display: flex; justify-content: space-around;"> 8392</div> <div style="display: flex; justify-content: space-around;"> 8493</div> <div style="display: flex; justify-content: space-around;"> 8594</div> <div style="display: flex; justify-content: space-around;"> 8695</div> <div style="display: flex; justify-content: space-around;"> 8796</div> <div style="display: flex; justify-content: space-around;"> 8897</div> <div style="display: flex; justify-content: space-around;"> 8998</div> <div style="display: flex; justify-content: space-around;"> 9099</div> <div style="display: flex; justify-content: space-around;"> 91100</div> <div style="display: flex; justify-content: space-around;"> 92101</div> <div style="display: flex; justify-content: space-around;"> 93102</div> <div style="display: flex; justify-content: space-around;"> 94103</div> <div style="display: flex; justify-content: space-around;"> 95104</div> <div style="display: flex; justify-content: space-around;"> 96105</div> <div style="display: flex; justify-content: space-around;"> 97106</div> <div style="display: flex; justify-content: space-around;"> 98107</div> <div style="display: flex; justify-content: space-around;"> 99108</div> <div style="display: flex; justify-content: space-around;"> 100109</div> <div style="display: flex; justify-content: space-around;"> 101110</div> <div style="display: flex; justify-content: space-around;"> 102111</div> <div style="display: flex; justify-content: space-around;"> 103112</div> <div style="display: flex; justify-content: space-around;"> 104113</div> <div style="display: flex; justify-content: space-around;"> 105114</div> <div style="display: flex; justify-content: space-around;"> 106115</div> <div style="display: flex; justify-content: space-around;"> 107116</div> <div style="display: flex; justify-content: space-around;"> 108117</div> <div style="display: flex; justify-content: space-around;"> 109118</div> <div style="display: flex; justify-content: space-around;"> 110119</div> <div style="display: flex; justify-content: space-around;"> 111120</div> <div style="display: flex; justify-content: space-around;"> 112121</div> <div style="display: flex; justify-content: space-around;"> 113122</div> <div style="display: flex; justify-content: space-around;"> 114123</div> <div style="display: flex; justify-content: space-around;"> 115124</div> <div style="display: flex; justify-content: space-around;"> 116125</div> <div style="display: flex; justify-content: space-around;"> 117126</div> <div style="display: flex; justify-content: space-around;"> 118127</div> <div style="display: flex; justify-content: space-around;"> 119128</</div>	

GIS to accompany test books

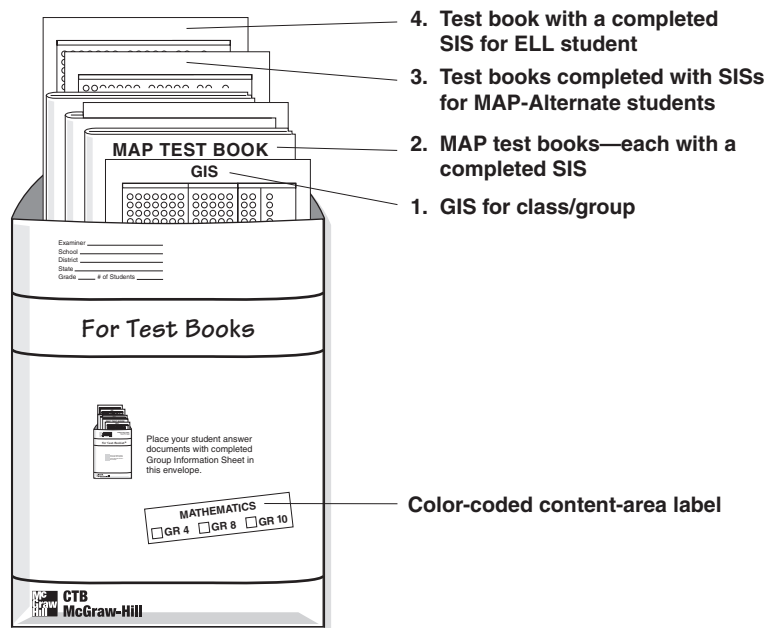
• • • • • • • • • • When you check this ...

look for this:

<p>1 Teacher Name</p>	<p>The teacher's last name must be printed in the boxes, followed by the first name or initial, if needed. Under each box, the circle with the corresponding letter must be filled in.</p>
<p>2 School Name</p>	<p>In most cases, the school name has been pre-coded. If not, the school name must be printed in the boxes and the corresponding circles filled in.</p>
<p>3 Number Students Testing</p>	<p>The number of students whose test books are grouped with this GIS must be printed in the boxes and the matching circles filled in. Be sure to include MAP-Alternate students in your total. (For Communication Arts only, also include in your total ELL students in the United States less than one year who did not take the Communication Arts test.) Use leading zeros if needed. For example, to indicate 20 students, write and fill in 020.</p> <p>Remember, in order to account for all students, a completed SIS, located on the inside front cover of the test book, must be turned in for every eligible student.</p>
<p>4 Grade</p>	<p>The correct circle for the grade must be filled in.</p>
<p>5 Special Codes</p>	<p>This information has been pre-coded with the county, district, and school code numbers. The county code number is in columns A, B, and C. The district code number is in columns E, F, and G. The school code number is in columns I, J, K, and L.</p>
<p>6 Organization Name, Element/District Name, SO #, and State</p>	<p>This information has been pre-coded.</p>

After the GISs have been checked for accuracy, place the following items in the large white envelope in this order:

1. GIS for the class/group
2. MAP test books
3. Test book with a completed SIS for MAP-Alternate students
4. **For Communication Arts only:** Test book with a completed SIS for ELL students in the United States less than one year who did **not** take the Communication Arts test



Each envelope will hold approximately 20 test books. If there is more than one envelope per Examiner, put the GIS in the Examiner's first envelope with as many test books as will fit. Then use as many envelopes as needed for the remainder of the books and MAP-Alternate students' test books with completed SIS. (See page 12 for information on the proper handling of the Large Print and Braille editions of the test books.)

Affix a color-coded content-area label to the front of the envelope. Be sure to complete all information requested on the large white envelope to avoid delays in scoring.

IMPORTANT: DO NOT seal the envelope. The DTC will verify the contents before sealing it.

Step 7

Complete the School/Group List

► Instructions for the School Test Coordinator

The School/Group List is CTB/McGraw-Hill's way of double-checking that we have received all your test books. You should have received one School/Group List for each content area.

Every GIS completed for your school should have an entry on the School/Group List. (Please see "Testing Group" on page 6 for more information.) The district name, school name, county code number, district code number, and school code number have been pre-coded on the School/Group List for you. Please write the name and telephone number of the contact person in the spaces provided. List each testing group in your school. Indicate teacher or group name, grade, total number of students (tested, MAP-Alternate, invalidated, and absent all sessions), and unused test books that you are returning.

The School/Group List may be photocopied if additional space is needed to accommodate your school. Please keep a copy of each School/Group List for your records.

Sample School/Group Lists are shown on the next page. Instructions for completing the School/Group List are given on page 41.

• • • • • • • • In this area...

do this:

1 District Name	Check that the district name has been pre-coded.
2 School Name	Check that the school name has been pre-coded.
3 County and District Code	Check that the county and district codes have been pre-coded.
4 School Code	Check that the school code has been pre-coded.
5 Contact Person, Phone Number	Provide a contact person's name and phone number. The contact person is usually the School Test Coordinator.
6 Teacher or Group Name, Grade, Number of Students	<p>List the following information:</p> <ul style="list-style-type: none"> • each teacher or testing group's name exactly as it appears on each GIS (for more information, see "Testing Group" on page 6) • grade level • total number of students (tested, MAP-Alternate, invalidated, and absent all sessions) in the Number of Students column <p>NOTE: In order to account for all students, a completed SIS, located on the inside front cover of the test book, or a test book with a student barcode label must be received for every eligible student.</p>
7 Number of Unused Test Books	Indicate the number of unused test books that you are returning. All test books must be returned. (For more information regarding the return of unused testing materials, see Step 4 on page 27.)

Step 8

Complete the MAP School Building Survey

► Instructions for the School Test Coordinator

One MAP School Building Survey must be completed for **each** content area tested and **each** grade tested in your school. Please fill in all requested information using a No. 2 pencil. The school principal must sign this document before it is returned to the District Test Coordinator.

If you need more copies of the MAP School Building Survey, contact the Missouri Assessment Program Service Line at 1-800-544-9868 and select option "1." **Please note that this is a scannable document and cannot be photocopied.**

MAP School Building Survey

Note: One copy of this form must be completed for each grade and each content area tested within a school building.
Failure to provide this information can delay release of testing results.

1 MAP Assessment
(Mark **only one** circle)

☐ Communication Arts

☐ Mathematics

☐ Science

☐ Social Studies

School Building Name: _____

School Building Address: _____

2

Telephone: () _____

3 County-District-School Building Codes

County-District				School			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

4 Grade Level of Students

A separate sheet is needed to identify each grade.

(Mark **only one** circle)

☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 10
☐ 11

5 Number of Students Enrolled at This Grade

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

6 Total Number of Students Enrolled

All students enrolled at this grade must be accounted for on this form in order to ensure accurate and prompt testing results. In the grids below, bubble in the number of students who are MAP Alternate, ELL in USA less than 1 yearComm Arts only, the number of students who were absent from all testing sessions, and the total number of test books that are being returned for scoring. The sum of the students in the four categories below must equal the total number of students enrolled at this grade as recorded above.

MAP Alternate

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

ELL in USA Less Than 1 Year Comm Arts only

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Number of Students Absent from All Testing Sessions

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Number of Test Books at This Grade Returned for Scoring

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

I hereby certify that the information provided on this MAP School Building Survey form related to grade-level enrollment, MAP Alternate students, ELL in USA less than 1 yearComm Arts only, students absent from all testing sessions, and students tested is complete and accurate.

Building Principal

48206

• • • • • • • • In this area...

do this:

1 MAP Assessment

Fill in the circle corresponding to the content area. Only one circle should be marked. Remember, a separate Building Survey must be completed for each content area and grade tested.

2 School Building Name,
School Building Address,
Telephone

Write the name, street address, and telephone number of the school on the lines provided.

3 County-District-School
Building Codes

Print the numbers in the boxes and bubble the corresponding circles.

4 Grade Level of Students

Only one circle should be marked. Remember, you will complete a separate Building Survey for each grade and content area tested in your school.

5 Number of Students
Enrolled at This Grade

Record the total number of students enrolled at the grade indicated in **4**.

The total number of students enrolled will equal the total from all grids in **6** below.

6 Total Number of
Students Enrolled

Print the numbers in the boxes and bubble the corresponding circles. Use leading zeros if needed. For example, to indicate 90 students, write and fill in 090.

NOTE: Inclusion/exclusion of special populations should have been determined prior to testing. For more information, see “Inclusion of Special Populations” on pages 8–10.

Record the number of students who were absent for all testing sessions as reported to you by the Examiners.

The number of test books with completed SISs and student barcode labels should reflect the number of students **eligible** to test (including incomplete, not tested, and invalidated tests).

Step 9

Organize Materials for the District Test Coordinator

.....

► Instructions for the School Test Coordinator

Once the MAP School Building Survey and the School/Group List(s) have been completed, the School Test Coordinator's last task is to deliver to the District Test Coordinator the following materials in the order specified below, with the first item on top.

- **School/Group List(s)**
- **All MAP School Building Surveys (grouped together)**
- **Security Barcode Verification Forms**
- **Mathematics Materials**
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.). Affix the appropriate color-coded content-area label to the envelope.
- **Social Studies Materials**
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping).
- **Communication Arts Materials**
Envelopes containing the GIS and Communication Arts test books are grouped by Examiner (refer to the above grouping).
- **Science Materials**
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping).
- **Unused Test Books**
Envelopes contain the unused test books from all content areas. Ensure that the large white envelopes containing the unused test books have an Unused Books label affixed to the front.

Step 10 Package and Ship Testing Materials

.....

► Instructions for the District Test Coordinator

Make sure that you have received all testing materials from each school in your district. Contact any School Test Coordinator who delays returning school testing materials to you. Verify that the STC has followed the instructions in this *Test Coordinator's Manual*.

CTB/McGraw-Hill has two scoring sites: one in Indianapolis, Indiana, and the other in Salinas, California. Mathematics and Social Studies test books are scored at the Indianapolis site (yellow shipping label); Communication Arts and Science test books are scored at the Salinas scoring site (blue shipping label).

Do **not** return to CTB/McGraw-Hill

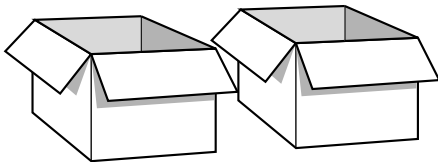
- *Test Coordinator's Manuals*
- *Communication Arts Examiner's Manuals*
- *Mathematics Examiner's Manuals*
- *Science Examiner's Manuals*
- *Social Studies Examiner's Manuals*
- unused GISs
- unused School Building Surveys
- unused School/Group Lists
- unused mailing labels
- unused student barcode labels
- unused white envelopes
- manipulatives
- reference sheets
- carbonless paper
- draft paper

IMPORTANT: When packing your materials, be sure that you

- pack each school's materials following the steps outlined in Sections 2 and 3, which follow, keeping each school's materials separate. **Never place materials from different schools in the same box.**
- pack Mathematics and Social Studies materials together. Use the **yellow** shipping label. These materials will be shipped to **Indianapolis, Indiana**, for scoring. Pack Communication Arts and Science materials together. Use the **blue** shipping label. These materials will be shipped to **Salinas, California**, for scoring.

Follow these guidelines for packaging and shipping testing materials:

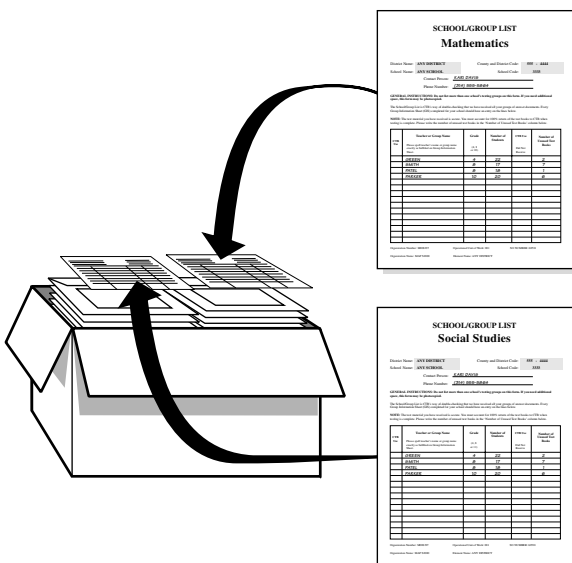
1 OBTAIN BOXES



Reuse the boxes in which the testing materials arrived. If necessary, obtain similar-sized boxes to return testing materials.

2 PACKAGE MATHEMATICS AND SOCIAL STUDIES MATERIALS

Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on **top**.

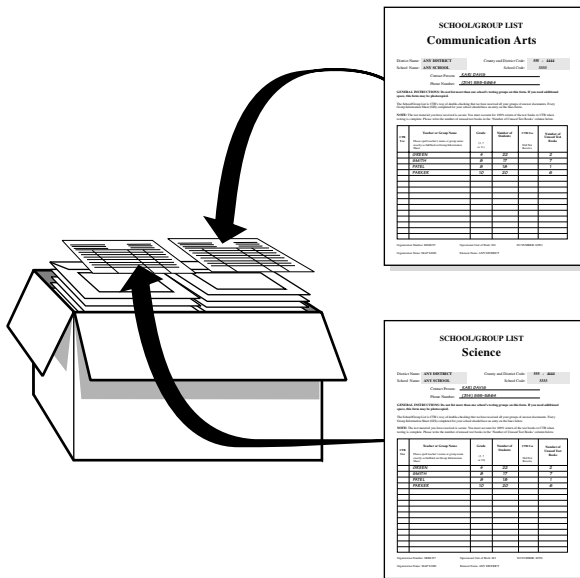


- **School/Group List(s)** for Mathematics and Social Studies
- **Security Barcode Verification Forms** (grouped together in Box 1)
- **Mathematics Materials**
Envelopes containing the Group Information Sheet (GIS) and Mathematics test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Social Studies Materials**
Envelopes containing the GIS and Social Studies test books are grouped by Examiner (refer to the above grouping of the Mathematics test books).

NOTE: Do not include MAP School Building Surveys in this shipment. They must be packed with the Communication Arts and Science shipment.

3 PACKAGE COMMUNICATION ARTS AND SCIENCE MATERIALS

Seal the envelopes and place the following in boxes by school in the order shown below, with the first item on **top**.



- **School/Group List(s)** for Communication Arts and Science
- **All MAP School Building Surveys (grouped together)**
- **Security Barcode Verification Forms** (grouped together in Box 1)
- **Communication Arts Materials**
Envelopes containing the Group Information Sheet (GIS) and Communication Arts test books are grouped by Examiner (i.e., envelopes from Examiner #1, followed by envelopes from Examiner #2, etc.).
- **Science Materials**
Envelopes containing the GIS and Science test books are grouped by Examiner (refer to the above grouping of the Communication Arts materials).

4 PACKAGE UNUSED TEST BOOKS

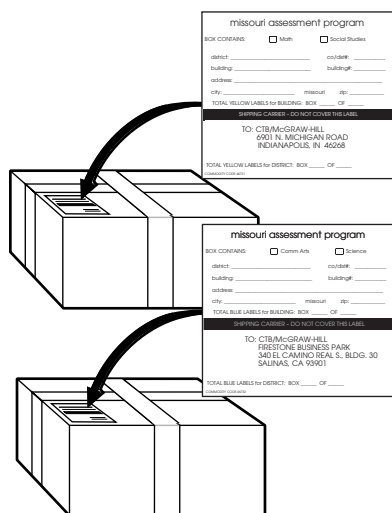
Pack all **unused** test books in their own box, separate from the used test books. (Include the used **and** unused Large Print and Braille editions with the unused test books.) Pack the **unused** test books for Mathematics and Social Studies separate from the used materials. Pack the **unused** test books for Communication Arts and Science separate from the used materials.

Seal all the envelopes containing the unused test books for Mathematics and Social Studies, and pack them in their own box. Seal all the envelopes containing the unused test books for Communication Arts and Science, and pack them in their own box.

5 ADD PACKING MATERIAL

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.

6 AFFIX SHIPPING LABELS



- Affix the yellow shipping label on the boxes containing Mathematics and Social Studies testing materials. (These materials are scored in Indianapolis, Indiana.)
- Affix the blue shipping label on the boxes containing Communication Arts and Science testing materials. (These materials are scored in Salinas, California.)
- **Number each set of boxes separately for each color-coded shipping label** (e.g., “1 of X,” “2 of X,” etc., for the yellow shipping labels and “1 of X,” “2 of X,” etc., for the blue shipping labels).
- Complete all of the information requested on the labels.
- Photocopy these labels as needed.

7 SCHEDULE TESTING MATERIAL PICKUP ONLINE

It will be your responsibility to schedule the pickup of your MAP testing materials using the online process. Please schedule your pickup no later than **April 21, 2006, for Early-Return Testing** materials and no later than **May 1, 2006, for Regular-Return Testing** materials.

Instructions for scheduling the pickup of MAP testing materials:

- 1) Using any web browser for the Internet, go to **<http://programs.ctb.com/mappickup>**. The MAP pickup website is scheduled to become active on March 20, 2006.
- 2) The opening screen contains important information. Print a copy of this screen for your reference.
- 3) Enter your district number, your name, and your email address.
- 4) Review all of the site information. Update any information that is not correct. Please be sure that the email address listed is correct, as it will be used to confirm your arrangements.
- 5) Enter the number of boxes by label color in the fields provided. You must enter a “zero” if you have no boxes of a particular label color. The entry for each label color **must** reflect the **exact** number of boxes that you have packaged, sealed, and labeled.
- 6) You may enter any comments about the shipment and/or pickup instructions in the “Comments” section.
- 7) When your entry is complete, click on “Submit.”

You will receive an initial email confirming receipt of the pickup order and a second email that will inform you of the exact arrangements (carrier, documentation procedures, date of pickup, etc.). This second email, which you should receive approximately 24 hours after submitting your order, is extremely important as it will provide you with specific procedures for your pickup. It is critical that you read and follow the instructions carefully. Some carriers have their drivers bring the shipping documentation with them, whereas others email the documentation for you to print and have on hand on the pickup date.

If you need assistance scheduling the pickup of your materials, please call the Missouri Assessment Service Line at 1-800-544-9868 and select option “1.”



8 Questions

If you have any questions regarding the return procedures described in this manual, please call the Missouri Assessment Service Line at 1-800-544-9868 and select option “1.”

